
REFLECTING THE PERCENTAGE OF SENTENCE TYPES IN EFL STUDENTS' PARAGRAPH WRITING ASSIGNMENTS: A DESCRIPTIVE STUDY ON PEDAGOGICAL OUTCOMES OF LEARNING ENGLISH WRITING

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Abstract

This research quantitatively presents and reflects findings on the percentage of Indonesian EFL students' sentences in their writing assignments that were submitted online in Writing 1 course. Each type of sentences is coded differently: Simple Sentence (Code: S.S.), Compound Sentence (Code: C.S.1), Complex Sentence (Code: C.S.2), and Compound-Complex Sentence (Code: C.C.S). Each of these types of sentences is measured along with their occurrences in students' paragraph writing on five genres. Percentage on type of sentences is analysed through quantitative measurement. Samples of this research are 10% from all population, which is specifically seen through the number of students' writings submitted online. The result of this research shows five obvious occurrences. For S.S. type, students used it mostly in descriptive genre with 32.58% from total sentences written in the descriptive genre. For C.S.1 type, students used it mostly in descriptive genre with 39.44% from total sentences written in the descriptive genre. For C.S.2 type, students mostly used it in argumentative genre with 34.42% from total sentences written in the argumentative genre. For C.C.S type, students mostly used it in comparison-contrast genre with 30.26% from total sentences written in the comparison-contrast genre. This finding reveals that pedagogically, awareness on students' writing product in learning English writing should be less important than looking at students' writing process in the same type of learning.

Keywords: Assignment, EFL, Pedagogy, Sentence, Writing

1. INTRODUCTION

Research that specifically investigates writing and its problematic within the context of Indonesian EFL settings is considered as growing partially. It means that research that is conducted in Indonesia in general still relate to the study of English linguistics and literary criticism. These two disciplines are manifested through historical development. However, a discipline that also receives huge attention from scholars of English since its inception is known as the study of rhetoric and composition. This discipline concentrates on investigating topics that relate to writing and its teaching either in the context of English as a first language, English as a second language, English as a foreign language, or English as an international language. This research, that we are about to present in this article, is categorised as research in the discipline of rhetoric and composition with its broad field is English language studies.

The scope of this research is English composition in the context of English as a foreign language. We frame this research within Indonesian context; therefore, subjects of this research are Indonesian students who studied Writing 1 course at one of Indonesian private institutions that locate in the province of West Sumatera. In order to follow academic convention on scientific research, we regard what it means to conduct a scientific research in the field of English. Yusuf, an Indonesian scholar and researcher, emphasises that “*penelitian ilmiah menggunakan langkah sistimatis dan terkendali, bersifat hati-hati dan logis, objektif dan empiris serta terarah pada sasaran yang ingin dipecahkan*” (28). In this research, we followed systematic and controllable procedures on how to analyse the quantitative data, performed careful and logical steps in the data analysis, conducted objective and

empirical analysis on the collected data, and constructed our attention to answer the research question that we proposed in this research.

The reasoning behind why we did this research relates to the following illustration. Yusuf mentions that problem in research means “*kesenjangan (gap) antara apa yang seharusnya ada dengan apa yang terjadi; atau antara apa yang diharapkan akan terjadi dengan apa yang menjadi kenyataan*” (Yusuf 106). As lecturers, scholars, and researcher of English, we often time see, and know clearly, that at the end of teaching and learning process in university level, we know that we always do assessment toward the works of our students. The problem is that we tend to neglect, or abandon, what actually are the sentences that what our students write in their works. Through this research, we specifically analyse types of English sentences that we observe from the students’ writing. This research gives an ample perspective on understanding that “skill in writing is crucial for succeeding in college and for advancing a career” (Dietsch, 1998, p. 3). This purpose can only be achieved when we step on the academia through correct and clear way of composing sentences in English.

To illustrate the necessity of writing skill in English, we should look at Thailand as an example. “English writing instruction is very difficult, but the task is even greater in EFL context [such as in Thailand]” (Tawachai 181). Thailand considers English as a foreign language and so does in Indonesia. This condition leads to relatively high problematic challenges in the teaching and learning of English in both countries. In this era of information technology, we rarely use technology in equipping the process of students’ learning, especially in the context of Indonesian EFL learning process. Technology, up to now, is still considered as luxurious equipment for learning, especially by school administrative officers handling learning atmosphere in schools that are located in remote areas of Indonesia. All surrounding systems do not pay attention to school facilities that generally are purchased from collective money from people living in the nearest communities. As such, a problem of learning writing emerged. That is “a full range of electronic writing is rarely included in the assessment” (Penrod 132). The necessity to use technology in the assessment process of learning English writing is very much needed in Indonesian learning context. In this research, then, we emphasize that writing, technology and assessment are related interchangeably.

As what we mentioned earlier, the scope of this research falls within investigating EFL learners’ writings from the scientific approach in the field of rhetoric and composition. This field uses writing as its core object of research. Ken Hyland in *Teaching and Research Writing* wrote that the very purpose of research in the field of English composition is “to help us [and all English writing teachers to] understand writing more clearly or to teach writing more effectively and [therefore] this is an enormous field with many unresolved issues and potential areas of inquiry” (Hyland, 2009, p. 141). Moreover, through this research, we also engage teachers and lecturers in Indonesia or in the world to the discussion about the image of “teachers’ perceptions and understanding of genre pedagogy principles”; where in essence, it is considered as “crucial since teachers frame the overall process of the teaching in their particular classrooms” (Tawachai 194). Involving genre pedagogy principles are also mentioned in this research so that the purpose of this research, which is to understand what teaching writing is, can be achieved.

In brief, this research is designed to answer the following question: *What can we, as the scholar-practitioner of English, reflect from seeing the different percentages on which type of English sentences that the students use?* This question is qualitative in nature, but the essence that it asks is for us to provide numerical data in relation to the different percentage on the type of English sentences in the students’ paragraph writing assignments. Meanwhile, defining terms in this research is done through dictionary approach, which leads into defining how terms are accepted conceptually in academic circle through “consecutive definitions” (Fraenkel and Wallen 30).

2. REVIEW OF RELATED LITERATURE

In order to conceptualise theoretical underpinning of this research, we will briefly review three important conceptual theories that relate to this research: 1) English as a foreign language in Indonesia; 2) Teaching EFL Writing in Indonesia; 3) Types of sentences in English. These three theories shape what we mean in the section of data analysis and discussion in this research article.

English as a Foreign Language in Indonesia

English, as a language that is currently being used in the world, is considered as a foreign language in Indonesia. In fact, English has received a status as a 'first' foreign language in Indonesia (Lauder 16). It means that as a language, English gets attention from limited number of people in the country; however, despite of its limited number of people, English receives its deserved position, which is becoming the first foreign language in Indonesia. If an English-speaking person from another country in this world visits Indonesia for a few days, s/he will notice that finding people who speak good English in regular basis is quite uncommon, although few of these people can recognize the sounds of English language. The problem emerged when it relates to writing in English academically. Writing in English needs solid understanding on English grammar, syntax, vocabulary, and contextual as well as situational meanings. Therefore, teaching English writing in Indonesia ends up with teaching grammar of English, where in fact, teaching English writing means teaching how to communicate in English through writing academically or casually, depending on its intended purpose or targeted audience. Furthermore, the process of learning writing involves three steps. "The writing process itself can be divided into three stages: prewriting, writing, and rewriting" (Murray, Teach Writing as a Process not Product, 2011, p. 4). As a foreign language in Indonesia, then, it is predicted that it will take years to comprehend English fully to its extent communicatively. Thus, Indonesia has considered English as a foreign language, which its emphasis has been directed to learning speaking, listening, reading, and writing in English passively; unfortunately, learning English actively in communication either in oral activities or written activities remain unnoticed due to linguistic circumstances that do not support Indonesian students to speak English regularly in daily basis.

Teaching EFL Writing in Indonesia

The concept that we stand on this research is the concept of teaching EFL writing in Indonesia. In this sense, teaching writing is conducted through the perspective of English as a foreign language with the notion that is derived from Indonesian learning and teaching circumstances. We view our students who took Writing 1 course in the odd semester of 2016/2017 academic year as inexperienced writers. Learning Writing 1 course is an initial step for them in learning academic writing of English. In fact, as scholars in the field have mentioned; this type of student-writers with their inexperienced status "often carry a heavy bundle of anxiety that impedes the effectiveness of their writing" (Dietsch, 1998, p. 10). This anxiety in writing is generally normal, in a sense that it often is influenced by huge demands as well as expectations on being correct in English writing. This verisimilitude is common to happen in the context of teaching EFL writing in Indonesia.

The reflection that we do in this research relates to investigating percentage of each type of English sentences in five different genres. This investigation, pedagogically, also relates to the activity of assessment in learning of English writing in which "the main goal of classroom testing and assessment is to obtain valid, reliable, and useful information concerning student achievement" (Miller, Robert and Norman 139). Investigating percentage of each type of English sentences that the students wrote in their assignment can pedagogically figure out how far the students capable of writing academic paragraphs with academic written style in English. Asking students to write their paragraph assignments and submit them online is a form of directing students to the "conceptualization and analytic and synthetic modes of thought" (Lunsford 283). It means that the students are required to engage in the writing learning process conceptually and synthetically. Besides, conceptualising in this context means to be able to frame their understanding about writing well, while synthesising means that the students are able to link their ideas with ideas of others and write the link in a written form.

Teaching EFL writing in Indonesia demands scholars, teachers, lecturers or practitioners who teach English in Indonesia to construct classroom that empower students to the extent that their individual expression in writing is considered. This notion leads to the important of having good teaching in the classroom. In other words, one of the five factors that provide a foundation for a good teaching is "classroom activities that encourage learning" (Gurney 91). In the context of EFL learners in Indonesia, as we observed since 2008 until 2017, we are confident to say that as English lecturers we conclude that classroom that is encouraging for the students is absolutely needed by Indonesian

EFL learners. A classroom that has many criticisms and negative judgmental statements toward the students' learning process and product psychologically lowers the students' individual self-confidence in learning English writing. Good teaching, therefore, demands the ability of good classroom management that should be well maintained by the responsible lecturer or teacher. Another way of looking at this notion is to see writing activity in the writing classroom as process-oriented teaching method. A reason for teaching writing for EFL students is to teach "writing as a skill" (Harmer 79). The score that the students receive from us as their English lecturers principally cannot be seen as the representation of the students' ability in writing English. The students' ability in English writing will improve after they graduate and enter the work force. In theory, three dominations in teaching English writing are: product approaches, process approaches, and genre approaches (Badger & White, *A Process Genre Approach to Teaching Writing*, 2000, p. 153). As researchers in the field of English, we believe on the idea that teaching writing to EFL learners need to be perceived from the process approaches, although in this research we investigate how far students are able to write an academic paragraph with a specified genre by using the four types of English sentences, which are theoretically reviewed as in the following section.

Four Types of Sentences in English

Writing 1 course, in the college where we both serve as English lecturers, is designed to provide students with good understanding about basic writing in English in the level of paragraph. Materials that we provide to the students were constructed with the students' prior linguistic condition. Since English is a foreign language to them, therefore, we taught the students about four types of English sentences before teaching five genres of academic paragraph to them. In theory, we notice that "...one way to support a child's emergent language is to choose a strategy that is developmentally appropriate for the child's language acquisition stage" (Facella, Rampino and Shea 210). We designed the Writing 1 course by focusing on learning types of sentences in English before learning five genres in paragraphs of English.

English language has four types of sentences. They are a simple sentence, compound sentence, complex sentence, and compound-complex sentence. "A simple sentence is one independent clause. [...] A compound sentence is two or more independent clauses joined together" (Oshima & Hogue 162; Pardiyono 9). Compound sentences have the usage of coordinators, or coordinating conjunctions, conjunctive adverbs, and semicolons. "A complex sentence contains one independent clause and one (or more) dependent clause(s)" (Oshima & Hogue 172; Pardiyono 9). The use of adverb clauses, adjective clauses, and noun clauses exist as part of writing complex sentences in English. "A compound-complex sentence has at least three clauses, at least two of which are independent [clauses]" (Oshima & Hogue 174; Pardiyono 9).

In the process of assessing students' writing, as it has been mentioned earlier, four components receive direct attention from teachers of English in general. In essence, content, organization, expression, and mechanics are major components that are measured in students' writings (Hindman 416). In this research, we paid attention to the expression component in which construction of sentences is the core aspect that is analysed. Besides, writing an essay in English involves understanding of clause construction. Students who learn how to write essays in English academically need to learn that text is a form of realization of meanings that can be in the form of information, messages, or ideas within formation of sentences that is constructed rhetorically in a precise genre grammatically (Pardiyono 8). Therefore, assessing students' writings involves the attitude of paying attention to the elements of language that are expressively noticeable in the writings.

In brief, we state that the idea of this research was constructed from the perspective of English as a foreign language in Indonesia. As such, we view this research as a medium to explore a problem in the activity of teaching writing to EFL learners in Indonesia. Meanwhile, the core component that we investigated in this research deals with the four types of sentences in academic English.

3. RESEARCH METHODS

Yusuf briefly points out that scientific approach that scientists conduct in the process of pursuing the truth is generally done through the following chronological steps: 1) the needs over what is felt as important or crucial; 2) the problem formulation; 3) hypothesis or research questions

construction; 4) data collection gathering; 5) conclusion statement(17-18). All these steps are constructively shaped into a specific research design with sample size and a valid data analysis as explained in the following session.

Research Design: A Quantitative-Descriptive Study and an Empirical Research

The essential aspect of this research is its design. This research is designed descriptively. In other words, this research uses the descriptive research approach in answering the proposed research question. In Indonesian perspective, “*penelitian deskriptif mencoba memberikan [gambaran] keadaan masa sekarang*” (Yusuf 82). Simply put, the purpose of descriptive research is to provide description of current situation as it is. Furthermore, two Indonesian researchers also mentioned that “*penelitian [deskriptif] dimaksudkan untuk mengangkat fakta, keadaan, variable, dan fenomena-fenomena yang terjadi saat sekarang (ketika penelitian berlangsung) dan menyajikannya apa adanya*” (Subana and Sudrajat 26). It means that descriptive research design tries to answer questions that relate to facts, situation, variables, and phenomena that emerge at present without involving the researchers’ speculation or prejudice. Researchers’ assumption before conducting data analysis is left out in order to reach data analysis validation.

Another way of categorizing this research design is that it is classified as an empirical research. “While empirical research typically involves some sort of quantitative analysis, it may also include qualitative analysis” (Beach, *Experimental and Descriptive Research Methods in Composition*, 1992, p. 219). Thus, implementing both approaches are acceptable in an empirical research design. We firstly investigated the percentage of each type of English sentences that the students composed in their writing and then we interpreted these percentages by means of related theories in the field of composition studies, as abovementioned.

In addition, this research has similar concept and procedure to applied research in the field of English education. “*Penelitian terapan lebih menekankan kepada [penerapan] ilmu, aplikasi ilmu, ataupun penggunaan ilmu untuk dan dalam masyarakat, ataupun untuk keperluan tertentu*” (Yusuf 102). Furthermore, “applied research is interested in examining the effectiveness of particular educational practices” (Fraenkel and Wallen 7). Because we took data from students’ writings, then, if we view this research from this aspect, we can also determine that this research is connected as well to the applied research. In other words, we applied the process of teaching writing to EFL students first, and then we gather relevant data that we seek before analysing these data through a certain statistical formula.

Even though this research is empirical in its nature, this research cannot be categorized as an experimental research. It is indeed a descriptive empirical research. “Descriptive empirical research differs from experimental research in that it focuses on phenomena without attempting to manipulate the effects of variables” (Beach, *Experimental and Descriptive Research Methods in Composition*, 1992, p. 221). We located the data that we needed and then we measured the data as they are without attempting to finding out the effect of a variable toward another variable. In brief, we conducted this research as a way to reflect important points that we can learn after knowing the percentage of students’ writing assignments.

Selection of Research Object

This research applies the concept of parametric research. “[It] employs statistical analyses to generalize from samples to larger populations” (Beach, *Experimental and Descriptive Research Methods in Composition*, 1992, p. 219). Because we moved our analysis from analysing samples to determine the essence of the population, then we can judge that this research follows the procedure of parametric research within quantitative research method. Meanwhile, we also consider the constant variable in this research. Definition of “a constant [variable] is any characteristic or quality that is the same for all members of a particular group” (Fraenkel and Wallen 49). Constant variables in this research are the each pattern of the four types of English academic sentences, while the group in this research refers to the specific genre in students’ paragraph writings. Group, at this point, is viewed as the objects, the writing, of this research in which we employed the purposive sampling technique. Essentially, for this matter, “a major source of data for writing research is writing itself: the use of

texts as objects of study” (Hyland, Teaching and Researching Writing, 2009, p. 149). With that in mind, therefore, this research stands on the idea that writing can be analysed scientifically and as such, this research has the nuanced move of conducting “study of authentic examples of writing used in a natural context” (Hyland, 2009, p. 145). The context of this research is, therefore, Indonesian EFL writing classroom. Because we serve as lecturers of English in a private institution of higher education in Indonesia, thus, we conducted this research as a way to gain insights from what our students had written in their writing assignments.

Population and Sample

As a descriptive empirical research, two elements that constitute this research: population and sample. According to Yusuf, an Indonesian researcher, population or *populasi* is defined as “*keseluruhan dari unit analisis sesuai dengan informasi yang akan diinginkan*” (182). The unit of analyses in this research consisted of five genres: Argumentative, Descriptive, Process, Cause-Effect, and Comparison-Contrast. The total number of submitted paragraph writing assignment within a certain type of genre is considered as one unit of analysis, or the population. Meanwhile, the way we selected samples for this research is by applying the purposive sample technique. This sampling technique means that “*pengambilan sampel didasarkan pada maksud yang telah ditetapkan sebelumnya*” (Yusuf 205). We determined to use 10% of all population. This percentage is common in quantitative research analysis because the total number of population is more than 100.

Samples for this research were designed as in the following table:

No.	Paragraph Genre from All Classes (2015 A, B, C, D)	∑ Paragraph Writing as Population	% for Samples Size	Raw Samples Size	Actual Samples Size
1	Argumentative	154	10 %	15.4	15
2	Descriptive	151	10%	15.1	15
3	Process	165	10%	16.5	17
4	Cause-Effect	125	10%	12.5	13
5	Comparison-Contrast	133	10%	13.3	13

TABLE 4. POPULATION AND SAMPLE SIZE OF PARAGRAPH WRITING

As in the above table, we collected writings from four Writing 1 classes: 2015 A, B, C, and D. All students who enrolled in this class must submit their paragraph assignment on each genre through an online system, which we named it as The Silent Corner website. We calculated the total number of writing that was submitted online as they were. As we notice from the above table, process genre has the highest number of submission, which is 165, while the rest of the genres above had similar number of submission, except cause-effect genre, which has only 125 as the number of submission.

Instrument and Technique of Collecting and Analysing Data

The technique that we applied in collecting data for this research is known as direct observation; meanwhile, the instrument that we use is, as most researchers called, observation guidelines and document checklist (Yusuf 251). One genre has different guidelines over another genre. For example, in order for a paragraph is selected as a sample, the paragraph should have the three elements of a paragraph written down. The elements are a topic sentence, supporting sentences (with relevant supporting details), and a concluding sentence. We paid attention closely to these elements prior to categorising a paragraph as a sample. After we listed the paragraphs that are written under this condition, then we implemented the purposive sampling technique, which is intentionally selecting 10% from the total number of paragraphs in each type of genre.

Data in this research were collected by implementing coding system, which had four codes: 1) S.S. stands for Simple Sentence; 2) C.S.1 stands Compound Sentence; 3) C.S.2 stands Complex Sentence; 4) C.C.S. stands for Compound-Complex Sentence. This coding technique follows the concept of open coding system, which relates to the process of performing data categorization, and to some extent, this system also relates to categorical variable (Gunawan 242; Yusuf 130). The data for this research was predicted that they occurred after the students were taught Writing 1 course in the

given semester. Direct observation was applied accordingly in the process of collecting relevant data in research. It deals with collecting data by participating in the natural scenes of where the data occur (Subana and Sudrajat 143). Furthermore, to analyse the collected data, the researchers apply taxonomy analysis technique as procedure for data analysis. This technique demands researchers to comprehend specific domains in line with focus of research or research questions (Gunawan 213). The subdomains are the four kinds of English sentences: simple sentence, compound sentence, complex sentence, and compound-complex sentence; meanwhile, the top domain of these subdomains is English sentences in the students' writings.

To analyse the collected data, we apply document checklist as an instrument of analysis. This checklist was used accordingly in this research by emphasising on noting the frequency of occurrences. Reading or immersion, as well as coding, indexing, and writing research memos are tools for analysing data in research about English writing (Blakeslee and Fleischer 172). Data triangulation in this research involves researchers' triangulation, which means data triangulation has been focused on involving two researchers in conducting observation (Gunawan 220). In this case, data triangulation is free from bias.

Formula of Quantitative Data Analysis

This research has the following simple designed formula to measure percentage of each type of English sentences in the samples.

Percentage of *Simple Sentence* (S.S.):

$$\frac{\sum S.S \text{ in All Samples}}{\sum \text{Sentences in All Samples}} \times 100\%$$

Percentage of *Compound Sentence* (C.S.1):

$$\frac{\sum C.S. 1 \text{ in All Samples}}{\sum \text{Sentences in All Samples}} \times 100\%$$

Percentage of *Complex Sentence* (C.S.1):

$$\frac{\sum C.S. 1 \text{ in All Samples}}{\sum \text{Sentences in All Samples}} \times 100\%$$

Percentage of *Compound-Complex Sentence* (C.C.S.) =

$$\frac{\sum C.C.S \text{ in All Samples}}{\sum \text{Sentences in All Samples}} \times 100\%$$

In other words, the above formula follows the statistical concept of "relative frequency and percentage distributions" (Mann and Lacke 38). The actual formula in Mann and Lacke is:

$$\text{Relative frequency of a class} = \frac{\text{Frequency of that class}}{\text{Sum of all frequencies}} = \frac{f}{\sum f}$$

$$\text{Percentage} = (\text{Relative frequency}) \times 100$$

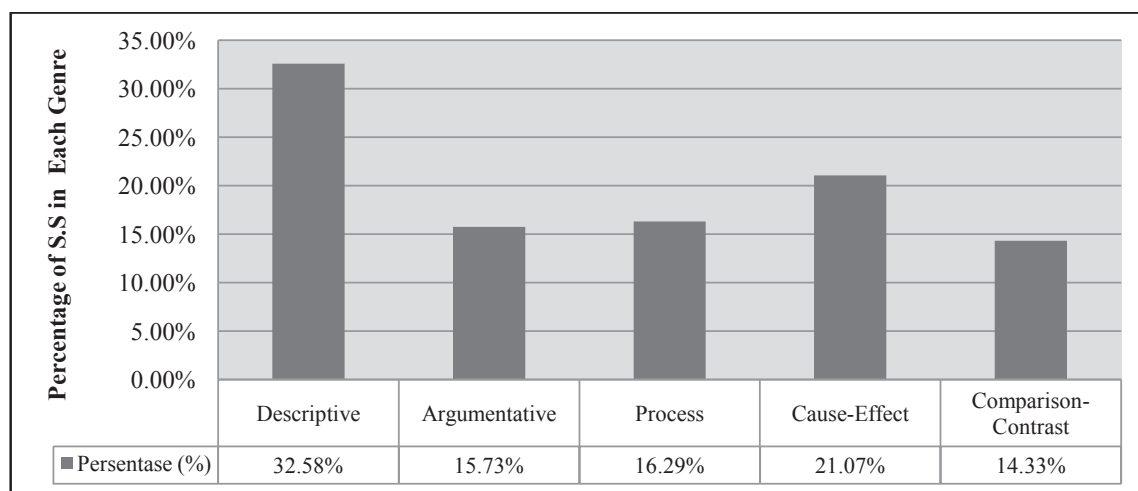
In this research, we adopted the above formula by implementing the following procedure: f represents the total number of a single type of English sentence that is found in all samples of a specific genre and $\sum f$ represents the total number of all types of English sentences in all samples of a specific genre. This formula was used to calculate the individual percentage of each type of English

sentences in the samples. The result of this formula is in the form of percentage of each type of English sentences in a given genre.

4. DATA ANALYSIS AND DISCUSSION

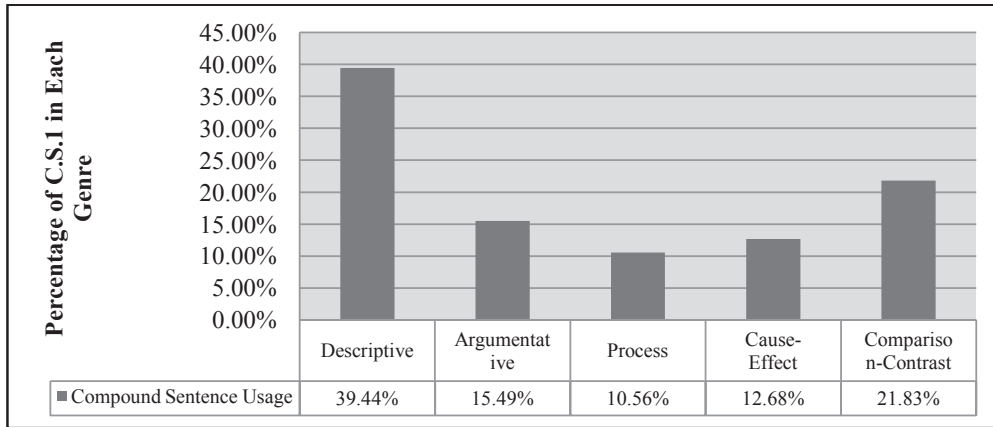
Data that had been collected in this research are categorized as categorical data, which are then classified as a type of numerical data. This type of data is “obtained by determining the frequency of occurrences in each of several categories” (Fraenkel and Wallen 211). We divided this session into two parts: data analysis and discussion. Under each graph that we display in this session, we follow it with a paragraph that highlights the meaning of the paragraph and discussion on related aspect.

This research views data as they appear beyond scoring method, which leads to responding to extensive writing process conducted by the students. In other words, data that are presented in this research reveal the “assessing later stages of the process of composing” (Brown D. , 2004, p. 246). What we presented in this data analysis session is basically the result that we obtained after calculating the occurrences of a specific type of English sentences.



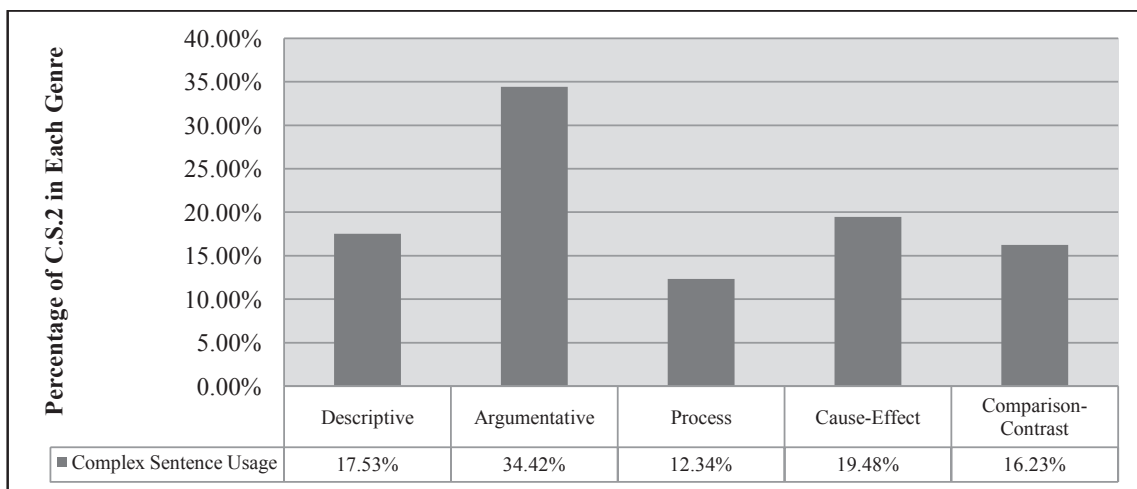
GRAPH 1. PERCENTAGE CALCULATION OF SIMPLE SENTENCE IN EACH GENRE

Graph 1 illustrates that descriptive genre has the highest number of simple sentence that was written by the students. It can be seen from the above graph that descriptive genre has 32.58% as the total number of simple sentences that were written in this genre. Simple sentence that is written in cause-effect genre is 21.07%. It is 4.78% higher than the occurrence of simple sentence in the process genre. Process genre is 0.53% higher than argumentative genre, which has 15.73%. The lowest percentage of occurrence is in the comparison-contrast genre, which has 14.33%. What we can reflect from this data is that EFL learners tend to use simple sentence mostly in descriptive genre. They need to be taught on how to use this sentence type into the other four genres, especially in the process genre.



GRAPH 2. PERCENTAGE CALCULATION OF COMPOUND SENTENCE IN EACH GENRE

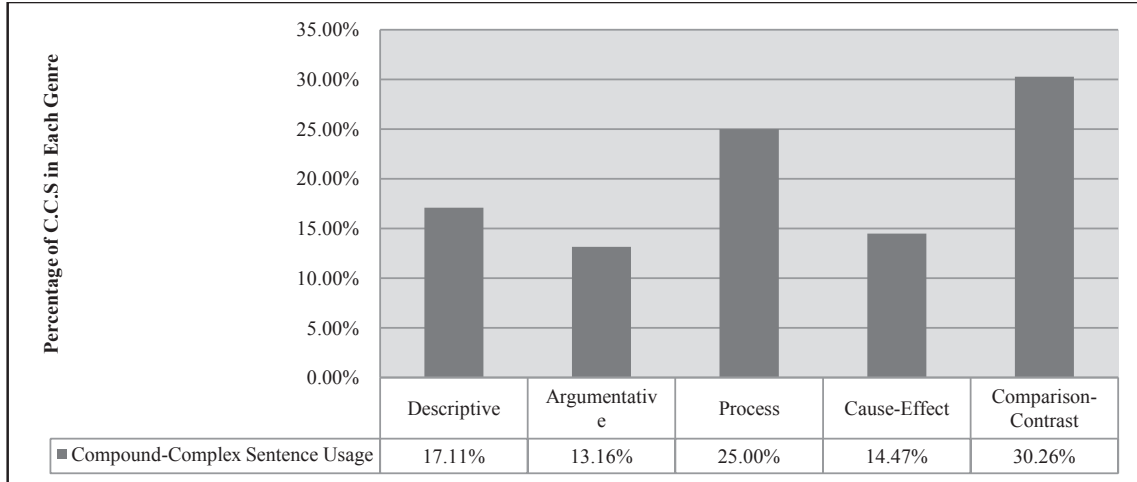
Graph 2 illustrates that descriptive genre has the highest number of compound sentence that was written by the students. It can be seen from the above graph that descriptive genre has 39.44% as the total number of compoundsentences that were written in this genre. Compound sentence that is written in cause-effect genre is 12.68%. It is 2.12% higher than the occurrence of simple sentence in the process genre.Process genre is 4.93% lower than argumentative genre, which has 15.49%. The lowest percentage of occurrence is in the process genre, which has 10.56%, while comparison-contrast genre has 21.83%. What we can reflect from this data is that EFL learners tend to use simple sentence mostly in descriptive genre. They began to write in different types of sentences in different genre, although the basic preference for the type of sentence that was written was still simple sentence. The first point to the second point, as above, has sharp decline, which is 17.61%. This percentage reflects that generally, compound sentence is written in the descriptive genre over other four types of genres.



GRAPH 3. PERCENTAGE CALCULATION OF COMPLEX SENTENCE IN EACH GENRE

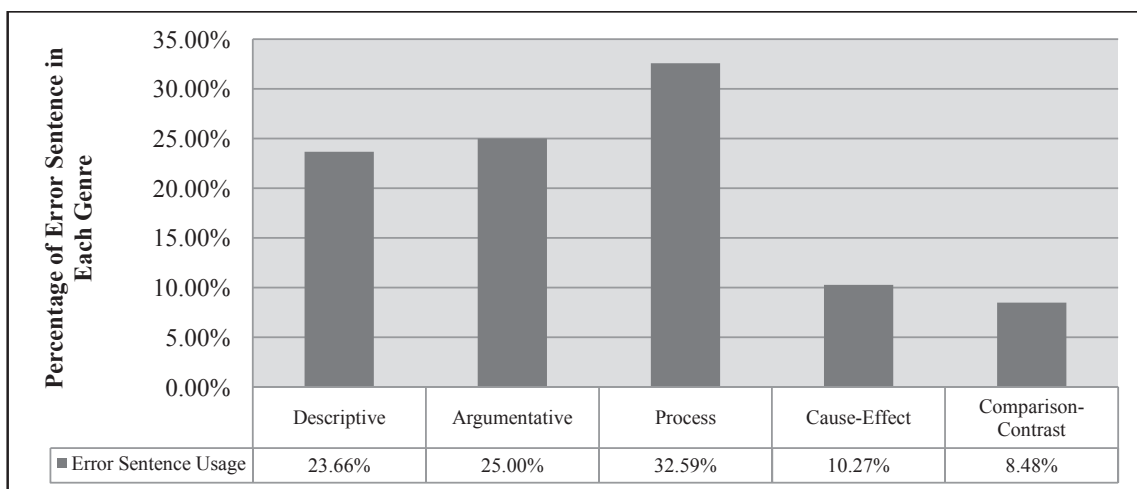
Graph 3 illustrates that argumentative genre has the highest number of complex sentence that was written by the students. It can be seen from the above graph that argumentative genre has 34.42% as the total number of compoundsentences that were written in this genre. Compound sentence that is written in cause-effect genre is 19.48%. It is 7.14% higher than the occurrence of compound sentence in the process genre.Process genre is 5.19% lower than descriptive genre, which has 17.53%. The

lowest percentage of occurrence is in the process genre, which has 12.3%. Comparison-contrast only has 16.23% and this genre takes position as the fourth highest percentage over process genre. What we can reflect from this data is that EFL learners tend to use simple sentence mostly in descriptive genre. They need to be taught on how to use this sentence type into the other four genres, especially in the process genre.



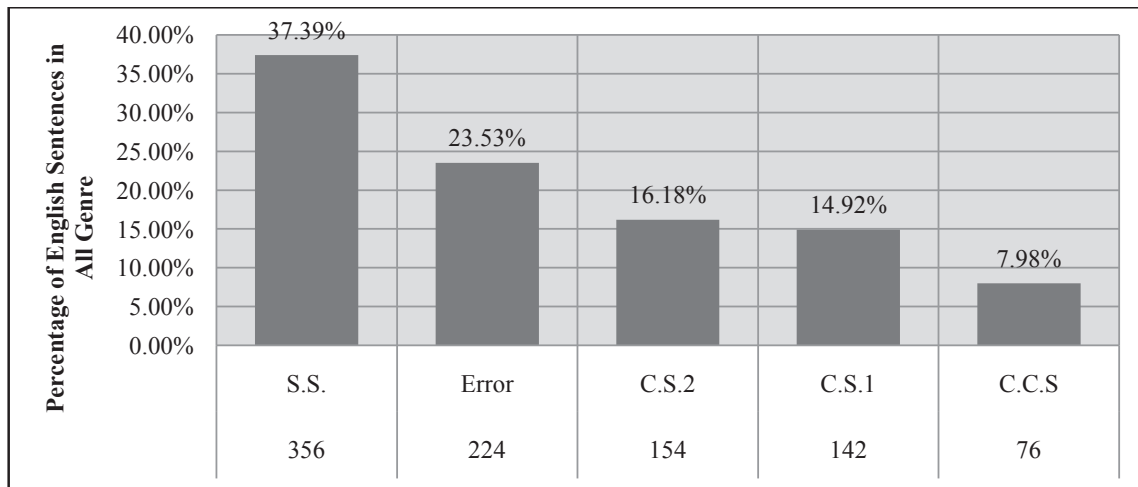
GRAPH 4. PERCENTAGE CALCULATION OF COMPOUND-COMPLEX SENTENCE IN EACH GENRE

Graph 4 illustrates that comparison-contrast genre has the highest number of compound-complex sentence that was written by the students. It can be seen from the above graph that comparison-contrast genre has 30.26% as the total number of compound-complex sentences that were written in this genre. Compound-complex sentence that is written in cause-effect genre is 14.47%. It is 10.53% lower than the occurrence of compound-complex sentence in the process genre. Process genre is 7.89% higher than descriptive genre, which has 17.11%. The lowest percentage of occurrence is in the argumentative genre, which has 13.16%. What we can reflect from the above table is that EFL learners tend to use compound-complex sentence mostly in comparison-contrast genre. The variety of the students' sentences can be known in terms of which type of sentences that the students preferred to use. The students need to be trained further on using compound-complex sentence on other types of genre, especially argumentative and process genre.



GRAPH 5. PERCENTAGE CALCULATION OF ERROR SENTENCE IN EACH GENRE

Graph 5 illustrates that process genre has the highest number of error sentence that was written by the students. It can be seen from the above graph that process genre has 32.59% as the total number of error sentences that were written in this genre. Error sentence that is written in cause-effect genre is 10.27%. It is 22.32% lower than the occurrence of error sentence in the process genre. Argumentative genre is 1.34% higher than descriptive genre, which has 23.66%. The lowest percentage of occurrence is in the comparison-contrast genre, which has 8.48%. Cause-effect only has 10.27% and this genre takes position as the fourth highest percentage over comparison-contrast genre. What we can reflect from this data is that EFL learners tend to write error sentence mostly in process genre.



GRAPH 6. OVERALL PERCENTAGE CALCULATION OF ALL TYPES OF ENGLISH SENTENCES IN ALL ASSIGNED PARAGRAPH GENRES

Graph 6 illustrates that in all genres of paragraph that the students wrote; the students mostly wrote simple sentence in their paragraph writing assignments. It can be seen from the above graph that the highest type of sentence that the students used in their writing assignment is simple sentence, which has 356 sentences of 952 sentences in the samples. The second highest type of sentence that is reflected from the students' writing is error sentence, which has 224 sentences or 23.53% of 952 sentences in all samples. Interestingly enough, compound sentence and complex sentence has slightly different percentage. Compound sentence is 16.18%, or 154 sentences, and complex sentence is 14.92%, or 142 sentences, of 952 sentences in the samples. Only 12 sentences that makes compound sentence takes position higher than complex sentence. The last type of sentence, the C.C.S type, has the lowest number of sentences among other types of sentence, which is 7.98%, or 78 sentences, of 952 sentences in the samples.

From the data analysis above, we can make brief reflective discussion on this topic that:

1. The students have different tendencies to use a type of English sentence over different genre;
2. Simple sentence is the dominant type of sentences that the students were likely to choose in writing their paragraph assignments;
3. Error sentence occurs in all genres, but the highest percentage can be found in the process genre – the students need further learning on this aspect;
4. Percentage of each type of sentence that the students use their writing does not reach 50%, therefore, it shares almost equal or balance percentage distribution in each genre;
5. If we assess the students' writing solely from grammatical point of view, then we are afraid that the students will receive unfair scoring system from their teacher, where in turns out that process approach in assessing students' writing is demanding in EFL learning context;
6. The students need to be trained further on how to express their thoughts in different types of English sentences so that their writing can be stylistically enriched;
7. Each type of genre needs specific process approach when we teach it to the EFL learners;

8. Online submission for writing assignment is effective in training students to be aware on digital usage in learning process; however, the essential component that needs to be paid attention for this matter is the content of the writing itself.

The last point that we have reflected from the finding of this research resembles to the notion that "...assessment and networked writing environments – offers writing teachers a richer, more varied understanding of how technology can be beneficial for composition pedagogy" (Penrod 169). It resonates to the idea that allowing EFL learners to submit their assignment online provides a rich medium for the students to express themselves, although syntactically, as this research has pointed out earlier, the EFL learners need more times to learn how to vary their sentences types. Therefore, it *does* make sense to us that the process approach that EFL learners face in their classroom is different from what their peers face in ENL, ESL, or EIL learning context. In this sense, EFL learners pedagogically need process approach in learning how to write well.

5. CONCLUSION

Research that focuses on using writing as its core object of analysis is called as research in the field of composition studies. In this research, we investigated types of sentences that EFL learners used in their online paragraph assignments. After conducting this research through quantitative approach within descriptive method, or descriptive empirical research on English paragraph writing, we conclude that EFL learners, as in the Writing 1 course of the college where we served, have one dominant type of sentence that they used in writing paragraph academically. The type of sentence is simple sentence, which is used largely in descriptive genre. The other dominant type of sentence is error sentence, which is found highly in process genre. It is pertinent to say that writing in English academically well needs rigorous process. Therefore, genre-based process approach in teaching writing to EFL learners is contextually demanded higher than product approach. It is then the essential pedagogical statement that this research offers to all of us as teachers, lecturers, scholars, researchers, or practitioners of English.

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